

DOCUMENT RESUME

ED 167 935

CG 013 369

AUTHOR Dana, Richard H.
TITLE Shoestring Adventures in Program Evaluation: A Model, Methods, Data, and Applications.
PUB DATE 78
NOTE 25p.; Paper presented at the Annual Convention of the American Psychological Association (86th, Toronto, Ontario, Canada, August, 1978)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Action Research; Clinical Psychology; Consultants; *Evaluation Methods; Human Services; *Mental Health Programs; Methods Research; Professional Training; *Program Evaluation

ABSTRACT

A model for program evaluation with pertinent data from a variety of methods applied in six settings is described. The settings include two university clinical psychology programs at Alabama and Kansas; the Memphis Internship Consortium; the University of Arkansas Student Development Center component of the Counseling Unit; and two county social service agencies, Benton and Washington counties in Arkansas. The evaluations of the clinical psychology training programs are described in some detail herein to augment (and antedate in methodology) the separate presentations of programs in the other four settings. The model format includes entree to setting, shared planning, participation in data collection by setting personnel, informal oral feedback with all setting participants, formal feedback between researcher and program, and a continuing relationship between researcher and program. The model encourages a continuity of relationship between researcher and program to stimulate shared involvement over time, increasing the likelihood that findings will have an effect upon future program practices. Methods include interviews with participants, group meetings with participants, stream of behavior accounts and occupancy counts of behavior settings, needs assessment data, time logs of activities and concurrent feelings of program participants, and questionnaire data. These methods separate persons and settings so that feedback of findings may be individualized, and personally relevant data as well as program relevant data may be provided to participants.
 (Author/IS)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

A Model, Methods, Data, and Applications

Richard H. Dana

University of Arkansas

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

For several years I have been concerned with the description of training and service delivery settings in which human service workers, including clinical psychologist, find themselves. The handout (Table 1) indicates the settings that have been described. I want to briefly mention the three components of this table by way of introduction. First, you will note a progression from academic training settings through clerkship and internship settings and finally to service delivery settings in the community. Second, the research process has been largely shared with students, undergraduates and graduates, as part of formal seminar work, honor's program, and otherwise since I believe that we need to infuse academic knowledge with an awareness of the everyday problems of doing research in training and service delivery settings. Third, the methodology varies with the setting and, in general, the more structured the methods the shorter the time period for the evaluation process. For example, the university programs were looked at in one day while the clerkship, internship and social service agencies used a one week time log as the data base, either alone or with additional interview or paper-and-pencil measures. Finally, where the evaluation process proceeded by interview alone and was consequently subjective, the time period was generally extended.

These studies follow what I would label as an action research model (Lewin, 1946). An outside researcher collaborates with a client system in an interactive cycle of analysis, fact-finding, conceptualization, planning, execution, and evaluation. This model has been labeled more precisely as

ED167935

G013369

a "contingency design" (Ketterer & Perkins, 1977). The four ingredients of this design are a systems analysis perspective, a theory-generating methodology, collaboration between outside researchers and staff, and specific utilization strategies. The systems analysis perspective provides for relations between persons and the environmental context or setting as the focus for the study.

A theory-generating methodology serves to identify relevant variables, use multiple methods, and makes pertinent group comparisons. Collaboration implies a warp-and-woof of relationship between researchers and agency personnel that begins before the research process and continues long after the research is completed. Utilization strategies include the use of multiple audiences for feedback, needs assessment prior to evaluation, a linkage of research and data via feedback, a timing of research and feedback to (hopefully) ensure utilization of data, and clear, precise, tailored messages from researchers to agency personnel.

Table 2 presents a rough goodness-of-fit between "contingency design" characteristics and the four program evaluation studies herein reported. Since this table is an exercise in after-the-fact dovetailing, I would rather direct your attention to Table 3 which depicts the process of program evaluation in these four settings. This process includes entree to the setting, shared planning, participation by setting persons in data collection, informal oral feedback, formal written feedback, and a continuing relationship with the setting. Explicit in this representation is that there is something of enduring value for the setting that comes directly from the evaluation experience. That "something" may be a set of recommendations that are acted upon by setting administrators, (counseling center), a concern with the research as a continuing monitoring system as well as an

entirely new research process (internship), and descriptive material that can be used in describing the program for potential students (university). The intent of these procedures is to provide some sense among program personnel that they own and can make use of the evaluation experience over a period of time.

With this cursory introduction to the overall research process I would like to describe the evaluations of university programs since these two of the six settings are not dealt with by the other papers. This research odyssey began with an internship site visit to the University of Alabama Medical Center and some brief words with Dr. C. J. Rosecrans regarding the typical one-way communication from academic program to internship. In an effort to provide feedback to university programs, a now controversial survey of internship directors succeeded in identifying programs that provided competent interns. Since programs were ranked it became of interest to specify some of the ingredients of graduate clinical training in specific programs that led to a positive evaluation by internship directors. Accordingly two highly-rated programs, Alabama and Kansas, were selected and contacted for permission to study their program. During the previous year a methodology had been developed and piloted as well as following set of training goals or clinical skill components:

- (a) acquisition of clinical skills; (b) communication of clinical skills
- (c) professionalization; (d) autonomy; (e) flexibility; and (f) personal integration.

This list of training goals came out of my own experience and represent neither consensus nor empirical origin. It constitutes a framework for the development of a methodology in order to examine program functioning and thus has primarily an heuristic value.

The methodology for university program evaluation was an adaptation of Roger Barker's eco-behavioral approach (Barker, 1968) that was essentially an indexing of program activities to Barker categories and a subsequent clustering of these data into the clinical skill or training goal components. The heart of this indexing occurred in the practicum and case conference settings which were subjected to a stream of behavior analysis that indicated faculty and student input in the form of case presentations, didactic content, questions, comments, disposition statements, evaluation, and affect. These data were obtained in one-minute time samples with substantial scorer reliability. Comparison of structural components across training settings both within and between programs was feasible. Table 4 suggests how this juxtaposition between Barker categories, data categories, and training goals was accomplished. Table 5 looks at the final product in which program components and training goals are directly compared. The data from this entire process together with interview content was then assembled into a description of the program that highlighted the training values (Dana, 1976a; Dana 1976b).

I would suggest that the application of any systematic coding to the behavioral contents of training settings is both novel and necessary. We need to be able to describe training procedures as they articulate with program goals in order to evaluate the quality of clinical training. Moreover, these evaluations could have been accomplished just as readily using program goals germane to each program rather than those previously mentioned. In fact, it might be useful to compare generalized training goals with program-specific training goals as frames-of-reference for organizing program data. For example, the University of Alabama has developed their

own set of training goals which include therapy, assessment, teaching and training, personal development as therapists, personal growth, identification with the profession, and the development of an individual professional identity.

I stress the use of program-specific training goals since it is ultimately necessary for program evaluation to be part-and-parcel of the ongoing accountability process within a setting. These studies were all gratuitous or "imposed" since they did not emerge as the results of program deficits as defined by program administrators in any instance. One of the desired outcomes of all of these studies is to encourage a transition to in-house accountability paradigms. Such accountability is more than sheer documentation of the training or services provided. Routine program evaluation can be the basis for planned and continuous changes in order to meet the demands for novel and altered training and/or services without disruption of the system itself.

References

- Barker, R. Ecological psychology. Stanford: Stanford University Press, 1968.
- Dana, R. H. High structure and high caring: An emphasis on education. Paper presented to the Dept. of Psychology, University of Alabama, April 7, 1976. a
- Dana, R. H. Evaluation of clinical training programs: A case example providing one recipe for competence. Paper presented to the University of Kansas Clinic Operations Meeting, February 11, 1976. b
- Ketterer, R., & Perkins, D. A design for evaluating consultation and education programs in community mental health centers. Paper presented at the meeting of the Midwestern Psychological Association, Chicago, 1977.
- Lewin, K. Action research and minority problems. Journal of Social Psychology, 1946, 2(4), 36-46.

Table 1

Setting

Method

Outcome

University clinical psychology training programs (Alabama; Kansas)

a. Description of different kinds of current training programs within consistent format

Dana, R. So you want to be a clinical psychologist? Graduate training and informed choice: A student's guide to decision-making. Fayetteville, Univ. of Arkansas Printing Office, 1977.

b. Survey to indicate quality of pre-internship training

Dana, R., Gilliam, M., & Dana, J. Adequacy of academic-clinical preparation for internship. Professional Psychology, 1976, 7, 112-116.

c. Barker-type behavior setting analysis including stream of behavior accounts.

Dana, R., & Turner, L. Clinical psychology training and behavior setting methodology: A pilot study. Unpublished paper, Univ. of Arkansas, 1975.

Dana, R. Comparisons of competence training in two successful clinical training programs. Psychological Reports, 1978, 42, 919-926.

University counseling center (University of Arkansas)

a. One week time log accounts of behavior and concurrent affect for graduate assistants and senior staff

Clinical seminar project, Univ. of Arkansas, Fall 1977 (Steve Amos; Jo Ann Brandt; Pat Davenport; Martha Leatherman; Jim Willcockson; Bruce Wilson) reported in An Evaluation of Counseling Unit In-Service Training Needs, November 1977. Unpublished paper, Univ. of Arkansas, May 1978.

b. Moos Ward Atmosphere Scale (adapted) completed by graduate assistant and senior staff.

Table 1 (Continued)

Setting	Method	Outcome
Psychology Internship (Memphis Psychology Internship Consortium)	<p>a. Interviews with staff and interns</p> <p>b. One week time log accounts of behavior and concurrent affect by interns several times yearly (three year period)</p> <p>c. Follow-up survey relating Internship components to professional activities in process (with Ted May)</p>	<p>Dana, R., & McArthur, M. Program evaluation: An evolving methodology and an internship example. Unpublished paper, 1977.</p> <p>Dana, R. & Amos, D. A comparison of Memphis Psychology Internship Consortium time usage and affect values for interns during two consecutive years; Summary Paper presented at the Univ. of Tennessee Medical Center, Memphis, May 26, 1978.</p>
County Social Service agencies (Benton and Washington Counties, Arkansas)	<p>a. Time log for one week by all agency personnel (retrospective account)</p> <p>b. Individual 30' structured interview with all agency personnel following time log completion</p> <p>c. Questionnaire survey using one day sample of agency clients*</p>	<p>Clinical seminar project, Univ. of Arkansas, Fall 1977 - Site Report: Benton County Human Services Agency. Unpublished paper, Univ. of Arkansas, June 1978. Site Report: Washington County Human Services Agency, Unpublished paper, Univ. of Arkansas, June 1978.</p>
Community mental health center (Rawlins, Wyoming)	<p>a. Several visits including interviews with all staff members (May 1976)</p>	<p>Narrative description of program</p>
Residential treatment center for disturbed children, (Edgefield Lodge, Troutdale, Oregon)	<p>a. Three one-week visits (Spring 1976) including interviews with most staff members and consultants)</p>	<p>Narrative description of program</p>

* Not reported in this symposium

BASIC EDUCATIONAL RESEARCH AND DEVELOPMENT

Information Contact: Patricia Graham, Director
National Institute of Education
1200 - 19th Street, N.W.
Room 722
Washington, D.C. 20208
202/254-5740

Federal Agency: National Institute of Education

Type of Assistance: Project grants and contracts

Purpose: To improve education so that every person is provided an equal opportunity to receive an education of high quality through: helping to solve or to alleviate the problems, and achieve the objectives, of American education; advancing the practice of education as an art, science and profession; strengthening the scientific and technological foundations of education; and building an effective education research and development system

Authorizing Legislation: Part A, Section 405, of the General Education Provisions Act, Title IV, Public Law 90-247, as amended by the Education Amendments of 1972, Public Law 92-318, and the Education Amendments of 1976, Public Law 94-482

Appropriation: FY '78: \$89,600,000

For Whom: General Public

Where to Apply: (see above)

Regulations: Guidelines available as developed for specific RFPs and announcements

Local Contact: N/A

Who May Apply: Public and private, profit and nonprofit organizations, institutions, agencies and individuals including international organizations and agencies

III. U.S. OFFICE OF EDUCATION
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

OFFICE OF EDUCATION
BUREAU OF ELEMENTARY AND SECONDARY EDUCATION

Table 2

Contingency Design Characteristics as Identified in Four Program Evaluation Studies

(University; Counseling Center; Internship; Social Services)

Design Characteristic	Components of Design Characteristic	Representation of Design Characteristic			
		University	Counseling Center	Internship	Social Services
SYSTEM PERSPECTIVE	Process emphasis: person and setting relationship	Transfer of variables from stream of behavior analysis matched with clinical skill components	Atmosphere Scale scores for grad assistants and senior staff	Affect values for interns and settings	Juxtaposition of what services are performed with worker and client satisfaction with services
THEORY-GENERATING METHODOLOGY	Identification of relevant variables	In terms of clinical skill components	Identifies relevant setting characteristics	Locates sources of input on training	Pinpoints sources of concern for staff and clients
	Multiple methods (See Table 1)	Yes	Yes	Yes	Yes
	Comparison of groups	Grad students across training settings	Grad assistants and senior staff	Intern groups over successive years	Administrators, workers, clients
COLLABORATION (See Table 3)		Yes	Yes	Yes	Yes
UTILIZATION STRATEGIES	Multiple audiences for feedback	Yes Students and faculty	Yes Grad assistants, senior staff, administrators	Yes Interns and staff	Yes Workers, administrators (two levels)
	Needs assessment	No	Prior to research (in house)	No	Prior to research (in house)

Table 2 (Continued)

Representation of Design Characteristic

<u>Design Characteristics</u>	<u>Components of Design Characteristic</u>	<u>Representation of Design Characteristic</u>			
		<u>University</u>	<u>Counseling Center</u>	<u>Internship</u>	<u>Social Services</u>
UTILIZATION STRATEGIES (Cont'd.)	Linkage of research and data via feedback	Yes	Yes	Yes	Yes
	Timing to ensure utilization	Unknown	Yes	Yes	
	Clear, precise tailored messages	Yes	Yes	Yes	Yes

Table 3

Components of Program Evaluation Process as Implemented in Four Settings

Component	University	Internship	Counseling Center	Social Service
ENTREE TO SETTING	by letter	by discussion with director	by memorandum	by group meeting
SHARED PLANNING	Yes	Yes	No	No
PARTICIPATION IN DATA COLLECTION BY SETTING PERSONS	paid graduate student informant re setting occupancy	all interns	all graduate assistants and administrators	all agency personnel
FORMAL ORAL FEEDBACK	to students and faculty	to interns after each data collection period	to administrators	to all personnel
FORMAL WRITTEN FEEDBACK	Yes	Yes (yearly summary)	Yes	Yes
CONTINUING RELATIONSHIP	Informal	Continuation of research process. Initiation of new research process	Continuation of research process	Unknown at present time since formal feedback has just been completed. (July 1978)

Transliteration of Training Goals to Barker Categories and Categories Used for Data Collection.

Goal	Barker Category	Data Category
tion of clinical skills	<p>Behavior Setting Attributes:</p> <p>Occurrence/duration Population</p> <p>Supply time Penetration</p> <p>Action Pattern Subscales:</p> <p>Teaching Participation Supply Evaluation</p> <p>Behavior Mechanism:</p> <p>Thinking</p>	<p>Total N days/hours per semester</p> <p>Total N different persons in this setting</p> <p>Person-hours per semester</p> <p>Maximum involvement and responsibility</p> <p>Case presentation; Questions/Comments</p> <p>Task-relevant time</p> <p>Didactic content</p> <p>Feedback on performance</p>
ation of clinical skills	<p>Action Pattern Subscales:</p> <p>Teaching Supply</p>	<p>Disposition (Problem-solving/Decision-making)</p> <p>Case presentation; Questions/Comments</p> <p>Didactic content</p>
onalization	<p>Action Pattern Subscales:</p> <p>Participation Evaluation</p> <p>Behavior Mechanism:</p> <p>Thinking</p> <p>Pressure</p>	<p>Task-relevant time</p> <p>Feedback on performance</p> <p>Disposition (Problem-solving/Decision-making)</p> <p>Scaled ratings of occupancy requirements</p>

Training Goal

Behavior Category

Data Category

Autonomy

Behavior Setting Attributes

Participation

Time Utilization: staff
student

Penetration

Maximum involvement and responsibility

FlexibilityN of Behavior SettingsVariety of training experiences

Penetration

Extent of participationPersonal Integration

Welfare

Scaled ratings of concern with students

Behavior Mechanism:

Affective behavior

Frequency count

N of Personal Growth settings

Frequency count: students x settings

Table 9

A Comparison of Training Goals as Related to Behavior Settings and Program Activities: Alabama and Kansas

Acquisition of Clinical Skills		Communication of Clinical Skills		Flexibility	
Alabama	Kansas	Alabama	Kansas	Alabama	Kansas
Assessment (I,II)	Assessment (CI,CII)	Case Conferences	Demonstrations of professional competency (Tasks)	20 Behavior settings	14 Behavior settings
Psychotherapy	Observations (3 per sem)	Practicum			
Behavior Mod	Clinic Intake Team				
Practicum (I,II)	Professional Competency Tasks (1 to.3)		Consultation Services		
Special Training (Several requests per semester)	Practicum (CIII-2; CIV-2)		Practicum		
Program Specialties (minor) (12 hrs)	Juvenile Court/ Head Start				
Corrections/Child/ Alcohol	CMHC (3)				
	Cottonwood				
	Ballard Center				
Practicum/Clerkship (Off-campus)	Ks Neur Inst				
Bryce Hospital	PA (3)				
Crisis Center	Advanced Practicum				
Day Care Center					
Mental Health Center					
Rape/Pregnancy/Abortion					
Ridgecrest Children's					
Veterans Admin. Hosp.					
West Ala. Rehab.					

Table 5 (cont.)

Professionalization		Autonomy		Personal Integration	
<u>Alabama</u>	<u>Kansas</u>	<u>Alabama</u>	<u>Kansas</u>	<u>Alabama</u>	<u>Kansas</u>
Clinic (interdisciplinary/dividualized training/ stdoc, clinic mgmt, other prof training)	Student involvement in program via 3 vertical meetings:	Voting Rights, on clin faculty	Self-control: choice of core areas, tasks, research skill proficiencies, etc.	Support Minimum (\$2400 per yr) (Range to \$11,000) (Mdn=\$4000)	Support Minimum (\$3000 per yr)
Clinic Staff Meeting	(1) Clinic Admin	Choice re special training, program specialties, and practicum placement	Decision-making prerogatives: role in meetings, thesis on clinic evaluation, faculty evaluation	Therapy Available-referral (3-5 per sem)	Therapy opportunities; group (payment by dept of therapist selected by students)
Clinic Staff Positions	(2) Operations			Low stress program	10%-50% in treatment
Clinic Manual	(3) Clinical Faculty				Course in personal growth
Clinic Luncheons	Clinic Manual				Evaluation: Endorsement system after two years
Student Assns (ad/Clinical)	Activity Record				
Assessment (I,II) Service Function)	Evaluation of clinic director		Practicum supervisors exclusively from clin settings external to program		
Red Consultation th faculty	Evaluation groups				
Community Tutorial	Three clinic evaluation studies		Practicum		
Normal Technique-oriented Meetings	Practicum				
Program Evaluation: Training Objectives Inventory					
Study of Graduates					
Search Apprenticeship					
Practicum					

ADULT EDUCATION

Information Contact: Paul V. Delker, Director
Division of Adult Education
Bureau of Occupational and Adult Education
U.S. Office of Education
GSA Regional Office Building 3 - Room 5056
7th & "D" Streets, S.W.
Washington, D.C. 20202
202/245-2278

Federal Agency: Office of Education, DHEW

Type of Assistance: Formula Grants

Purpose: To provide adult basic education programs up to 12th grade competency

Authorizing Legislation: Adult Education Act, Title III, Public Law 91-230 as amended by the Education Amendments of 1974, Public Law 93-380 and the Education Amendments of 1976, Public Law 94-482

Appropriation: \$90,750,000 (For FY '79)

For Whom: Adults 16 years of age or older with less than a 12th grade level of competence, or who do not hold a secondary school certificate

Where to Apply: (see above)

Regulations: 45 CFR 166, current regulations in Federal Register, Vol. 40, No. 79 on April 23, 1975

Local Contact: N/A

Who May Apply: SEAs

BILINGUAL VOCATIONAL INSTRUCTOR TRAINING

Information Contact: Howard Hjelm, Director
Research and Demonstration Division
Bureau of Occupational and Adult Education
U.S. Office of Education
GSA Regional Office Building - Room 5042
7th & "D" Streets, S.W.
Washington, D.C. 20202
202/245-9634

Federal Agency: Office of Education, DHEW

Type of Assistance: Project Grants

Purpose: To provide training for instructors of bilingual vocational training programs

Authorizing Legislation: Vocational Education Act of 1963, Title I, Part B, Subpart 3, Section 186, as amended by the Education Amendment of 1976, Stat. 2207

Appropriation: \$700,000

For Whom: Persons qualifying for training as bilingual vocational instructors

Where to Apply: (see above)

Regulations: Title 45 CFR Part 105, published in Federal Register, Vol. 42, No. 191, on October 3, 1977

Local Contact: N/A

Who May Apply: SEAs, public and private non-profit educational institutions and private for-profit educational institutions.

BILINGUAL VOCATIONAL MATERIALS, METHODS, AND TECHNIQUES

Information contact: Howard Hjelm, Director
Research and Demonstration Division
Bureau of Occupational and Adult Education
U.S. Office of Education
GSA Regional Office Building 3 - Room 5042
7th and "D" Streets, S.W.
Washington, D.C. 20202
(202) 245-9634

Federal Agency: Office of Education, DHEW

Type of Assistance: Contracts

Purpose: To develop instructional materials and encourage research programs and demonstration projects to meet the shortage of such instructional materials available for bilingual vocational programs

Authorizing Legislation: Vocational Education Act of 1963, Title I, Part B, Subpart 3, Section 188, as amended by the Education Amendments of 1976, Public Law 94-482, Title II; U.S.C. 2418; 90 Stat. 2207

Appropriation: \$280,000

For Whom: Broad field of bilingual vocational training

Where to Apply: (see above)

Regulations: Proposed Rules, Title 45 CFR, Part 105. RFPs are published in the Commerce Business Daily.

Local Contact: N/A

Who May Apply: SEAs, public and private educational institutions, non-profit organizations, private for-profit organizations and individuals.

BILINGUAL VOCATIONAL TRAINING

Information Contact: Howard Hjelm, Director
Research and Demonstration Division
Bureau of Occupational and Adult Education
U.S. Office of Education
GSA Regional Office Building 3 - Room 5042
7th and "D" Streets, S.W.
Washington, D.C. 20202
(202) 245-9634

Federal Agency: Office of Education, DHEW

Type of Assistance: Project Grants

Purpose: To assist in conducting bilingual vocational training programs so that vocational training programs are available to persons of limited English-speaking ability

Authorizing Legislation: Vocational Education Act of 1963, Title I, Part B, Subpart 3, Section 184, as amended by the Education Amendments of 1976, Public Law 84-482, Title II; 20 U.S.C. 2414; 90 Stat. 2206

Appropriation: Estimated \$1,820,000

For Whom: Persons of limited English-speaking ability

Where to Apply: (see above)

Regulations: Rules, Title 45 CFR, Part 105, published in Federal Register, Vol. 42, No. 191, on October 3, 1977

Local Contact: N/A

Who May Apply: LEAs, appropriate SEAs, IHEs, private nonprofit vocational training institutions, nonprofit organizations, and private non-profit agencies especially created to serve a group whose language is normally used is other than English

VOCATIONAL EDUCATION, SPECIAL PROGRAMS FOR THE DISADVANTAGED

Information Contact: Thaine McCormick, Chief
State Programs and Services
Bureau of Occupational and Adult Education
U.S. Office of Education
Regional Office Building 3 - Room 5112
7th & "D" Streets, S.W.
Washington, D.C. 20202
202/245-3478

Federal Agency: Office of Education, DHEW

Type of Assistance: Formula Grants

Purpose: To provide vocational education programs for disadvantaged persons who have not succeeded in regular programs

Authorizing Legislation: The Vocational Education Act of 1963, as amended by Title II of the Education Amendments of 1976, Public Law 94-482

Appropriation: FY '78: \$20,000,000

For Whom: Disadvantaged persons: those who have economic or academic disadvantages or who require special services

Where to Apply: (see above)

Regulations: 45 CFR Part 104, published in Federal Register, Vol. 24, No. 191, on October 3, 1977

Local Contact: N/A

Who May Apply: SEAs

U.S. OFFICE OF EDUCATION
OFFICE OF BILINGUAL EDUCATION

BILINGUAL EDUCATION - BASIC PROGRAMS

Information Contact: Dr. Rudy Muñis
Division of Elementary and Secondary Programs
Office of Bilingual Education
U.S. Office of Education
Reporters Building - Room 421
300 - 7th Street, S.W.
Washington, D.C. 20202
202/245-2609

Federal Agency: Office of Education, DHEW

Type of Assistance: Project Grants

Purpose: To develop and operate programs to meet the special needs of children of limited English-speaking ability

Authorizing Legislation: Bilingual Education Act, Public Law 90-247 as amended by Public Laws 91-230 and 93-380, the Education Amendments of 1974

Appropriation: FY '78: \$81,000,000

For Whom: Children, and in some cases, adults of limited English-speaking ability

Where to Apply: (see above)

Regulations: 45 CFR 123, published in Federal Register, Vol. 41, No. 114, on June 11, 1976

Local Contact: N/A

Who May Apply: One or more LEAs, or an IHE applying jointly with one or more LEAs (within a single application with a single budget and having a single LEA as the fiscal agent)

BILINGUAL EDUCATION - SUPPORT SERVICES

Information Contact: Dr. R. Rudy Cordova
Division of Program Development
Office of Bilingual Education
U.S. Office of Education
Reporters Building - Room 421
300 - 7th Street, S. W.
Washington, D.C. 20202
202/447-9227

Federal Agency: Office of Education, DHEW

Type of Assistance: Project Grants

Purpose: To operate three types of regional centers providing assistance to bilingual education projects: training resources, materials development, and assessment dissemination centers

Authorizing Legislation: Bilingual Education Act, Public Law 90-247 as amended by Public Laws 91-230 and 93-380, the Education Amendments of 1974

Appropriation: FY '78: \$8,000,000 for Training Resource Centers; \$10,000,000 for Materials Development and Dissemination Assessment Centers

For Whom: Children with LESA, parents of these children and educational personnel involved in or preparing for vocations in the field of bilingual education

Where to Apply: (see above)

Regulations: 45 CFR 123, published in Federal Register, Vol. 41, No. 114 on June 11, 1976

Local Contact: N/A

Who May Apply: IHEs, LEAs, IHE or LEA Consortium

BILINGUAL EDUCATION - TRAINING PROGRAMS

Information Contact: Dr. Robert Acosta, Director
Division of Post Secondary Education
Office of Bilingual Education
U.S. Office of Education
Reporters Building
300 - 7th Street, N.W.
Washington, D. C. 20202
202/245-7120

Federal Agency: Office of Education, DHEW

Type of Assistance: Project Grants

Purpose: To provide financial support to:

training programs for interns preparing for and personnel associated with bilingual education programs, including short term institutes for said personnel;

traineeships to persons accepted by the funded institution to pursue degree programs in bilingual education;

training programs designed to improve existing bilingual education programs, including curricula in graduate education and strategies to recruit and retain higher education and graduate school faculties.

Authorizing Legislation: Bilingual Education Act, Public Law 90-247 as amended by Public Laws 91-230 and 93-380, the Education Amendments of 1974

Appropriation: FY 78: \$36,975,000

For Whom: Persons involved in preparing for participation in bilingual education programs

Where to Apply: LEAs, SEAs and IHEs apply to above address. Traineeship candidates and others apply through sponsoring institution.

Regulations: 45 CFR 123, published in Federal Register, Vol. 41, No. 114, on June 11, 1976

Local Contact: N/A

Who May Apply: 1) One or more IHEs applying after consultation or jointly with one or more LEAs; 2) one or more SEAs; or 3) one or more LEAs. In joint applications involving an IHE, a single application with a single budget must be submitted with a single IHE to serve as the fiscal agent.

U. S. OFFICE OF EDUCATION
OFFICE OF INDIAN EDUCATION

INDIAN EDUCATION - GRANTS TO LEAs AND NON-LEAs (PART A)

Information Contact: Hakim Khan, Director
Division of Local Education Agency Assistance
Office of Indian Education
U.S. Office of Education
400 Maryland Avenue, S.W. - Room 2167
Washington, D.C. 20202
202/245-2683

Federal Agency: Office of Education, DHEW

Type of Assistance: Formula Grants (LEAs); Project Grants (non-LEAs)

Purpose: To provide supplemental programs meeting special educational needs of Indian children enrolled in public schools, grades K-12

Authorizing Legislation: Indian Elementary and Secondary School Assistance Act; Title III of Public Law 81-874, as amended by Part A of Title IV of Public Law 92-318, Education Amendments of 1972

Appropriation: FY '78: \$38,850,000

For Whom: Indian Preschool, elementary and secondary students

Where to Apply: (see above)

Regulations: Title 45 CFR Part 186; current regulations published in Federal Register, Vol. 38, No. 129, on July 6, 1973

Local Contact: N/A

Who May Apply: LEA - LEA enrolling at least 10 Indian children or in which Indian children account for at least 50 percent of the enrollment; LEAs serving Indian children in Alaska, California, and Oklahoma or those LEAs located on or in proximity to an Indian reservation are exempt from this Indian student minimum enrollment requirement

Non-LEA - Schools on or near reservations which either are not LEAs or have been LEAs for less than three years, and which enroll a substantial proportion of Indian children

INDIAN EDUCATION - SPECIAL PROGRAMS AND PROJECTS (PART B)

Information Contact: Lawrence LaMoure, Director
Division of Special Projects and Programs
Office of Indian Education
U.S. Office of Education
400 Maryland Avenue, S.W.
Room 2161
Washington, D.C. 20202
202/245-7525

Federal Agency: Office of Education, DHEW

Type of Assistance: Project Grants

Purpose: To provide exemplary and demonstration programs for improving educational opportunities for Indian children

Authorizing Legislation: Indian Education Act, Title IV, Part B of Public Law 92-318 amending Section 810, Title VIII of the Elementary and Secondary Education Act of 1965, Public Law 89-10, and as amended by the Education Amendments of 1974, Public Law 93-380

Appropriation: FY '78: \$14,400,000

For Whom: Indian preschool, elementary and secondary school children and teachers, and Indian higher education students

Where to Apply: (see above)

Regulations: Title 45 CFR Part 187; regulations published in Federal Register, Vol. 42, No. 124, on June 28, 1977

Local Contact: N/A

Who May Apply: Indian tribes, organizations and institutions; SEAs and LEAs; federally supported elementary and secondary schools for Indians, and IHES

2

INDIAN EDUCATION - IMPROVING EDUCATIONAL OPPORTUNITIES
FOR ADULT INDIANS (PART C)

Information Contact: Lawrence LaMoure, Director
Division of Special Projects and Programs
Office of Indian Education
U.S. Office of Education
400 Maryland Avenue, S.W.
Room 2161
Washington, D.C. 20202
202/245-7525

Federal Agency: Office of Education, DHEW

Type of Assistance: Project Grants

Purpose: To provide adult basic education and GED programs for Indian adults

Authorizing Legislation: Indian Education Act, Title IV, Part C, Public Law 92-318, amending Section 314 of the Adult Education Act, Public Law 91-230

Appropriation: FY '78: \$4,400,000

For Whom: Indian adults

Where to Apply: (see above)

Regulations: Title 45 CFR Part 188; current regulations published in Federal Register, Vol. 42, No. 124, on June 28, 1977

Local Contact: N/A

Who May Apply: SEAs and LEAs, Indian tribes, organizations and institutions

U. S. OFFICE OF EDUCATION
OFFICE OF RESEARCH AND PLANNING

VOCATIONAL EDUCATION
CONTRACT PROGRAM FOR INDIAN TRIBES AND INDIAN ORGANIZATIONS

Information Contact: Howard Hjelm, Director
Office of Research and Planning
U.S. Office of Education
Regional Office Building 3
Room 5042
7th & "D" Streets, S.W.
Washington, D.C. 20202
202/245-9634

Federal Agency: Office of Education, DHEW

Type of Assistance: Assistance Contracts

Purpose: To make contracts with Indian tribal organizations to plan, conduct, and administer programs or portions of programs authorized by and consistent with the Vocational Education Act

Authorizing Legislation: The Vocational Education Act of 1963, as amended by The Education Amendments of 1976, Public Law 94-482, and Public Law 95-40

Appropriation: FY '78: \$5,218,476

For Whom: Indian youth and adults

Where to Apply: (see above)

Regulations: 45 CFR Part 105, published in Federal Register, Vol. 42, No. 191, on October 3, 1977

Local Contact: N/A

Who May Apply: Indian tribal organizations eligible to contract with the Secretary of the Interior under the Indian Self-Determination Act

OTHER U. S. OFFICE OF EDUCATION PROJECTS

ETHNIC HERITAGE STUDIES PROGRAM

ETHNIC HERITAGE STUDIES PROGRAM

Information Contact: Dr. Stanley Wilcox, Acting Chief
Ethnic Heritage Studies Branch
Division of International Education
U.S. Office of Education
GSA Regional Office Building 3
Room 3919
7th & "D" Streets, S.W.
Washington, D.C. 20202
202/245-2293

Federal Agency: Office of Education, DHEW

Type of Assistance: Project Grants

Purpose: To develop intercultural understanding among people living in a pluralistic society; to promote mutual understanding among various U.S. ethnic groups

Authorizing Legislation: ESEA of 1965, as amended, Title IX

Appropriation: \$2,300,000

For Whom: (see "Who May Apply")

Where to Apply: (see above)

Regulations: 45 CFR 184 regulations published in Federal Register, Vol. 40, No. 98, on May 20, 1975

Local Contact: N/A

Who May Apply: Public or nonprofit private educational agencies, institutions or organizations

NATIONAL DIFFUSION NETWORK

NATIONAL DIFFUSION NETWORK

Information Contact: Lee Wickline, Director
Division of Education Replication
U.S. Office of Education
400 Maryland Avenue, S.W.
Room 3616
Washington, D.C. 20202
202/245-2257

Federal Agency: Office of Education, DHEW

Type of Assistance: Contracts

Purpose: To promote the widespread installation of exemplary educational programs, practices or products already developed with federal support

Authorizing Legislation: General Education Provisions Act, Section 422(a),
Public Law 94-439

Appropriation: FY '78: \$7,000,000

For Whom: Students and instructional staff

Where to Apply: (see above)

Regulations: 45 CFR Part 193, published in Federal Register,
Vol. 42, No. 3, on January 5, 1977

Local Contact: N/A

Who May Apply: Public or private agencies, groups or individuals who
have developed a federally validated project

RIGHT TO READ

RIGHT TO READ - READING ACADEMIES PROGRAM

Information Contact: Thomas Hill, Branch Chief
Reading Academies Program
Right to Read
U.S. Office of Education
400 Maryland Avenue, S.W.
Room 1154, Donohoe Building
Washington, D.C. 20202
202/245-8213

Federal Agency: Office of Education, Department of Health, Education
and Welfare

Type of Assistance: Project grants or contracts

Purpose: To provide reading assistance and instruction to in-
school as well as out-of-school youths and adults who
otherwise would not receive such assistance and instruction

Authorizing
Legislation: The Education Amendments of 1974, Title VII, Section 723,
Public Law 93-380, as amended by Public Law 94-194

Appropriation: FY '78: \$4,800,000

For Whom: In-school and out-of-school youths and adults not
otherwise receiving such reading assistance

Where to Apply: (see above)

Regulations: 45 CFR, Part 162, published in Federal Register,
Vol. 41, No. 103, on May 26, 1976.

Local Contact: N/A

Who May Apply: SEAs and LEAs, IHEs and community and other nonprofit
organizations.

TEACHER CENTERS

TEACHER CENTERS

Information Contact: Allen Schmieder, Director
Teacher Centers Program
U.S. Office of Education
400 Maryland Ave.
Washington, D.C. 20202
202/653-5843

Federal Agency: Office of Education, DHEW

Type of Assistance: Project Grants

Purpose: To provide federal assistance for planning and operating teacher centers -- primarily directed at getting teachers more involved in their own professional development.

Authorizing Legislation: Education Amendments of 1976, Public Law 94-482, amending Title V of the Higher Education Act, Section 532

Appropriation: FY '78: \$8,250,000

For Whom: Teachers

Where to Apply: (see above)

Regulations: 45 CFR Part 197, published in proposed form in Federal Register, Vol. 42, No. 113, on June 13, 1977

Local Contact: N/A

Who May Apply: LEAs and IHEs or combinations of such agencies and institutions

TEACHER CORPS

TEACHER CORPS

Information Contact: William L. Smith, Director
Teacher Corps
U.S. Office of Education
Donohoe Building
Room 1700
400 - 6th Street, S.W.
Washington, D.C. 20202
202/245-0355

Federal Agency: Office of Education, DHEW

Type of Assistance: Project Grants

Purpose: To improve the quality of instruction available to disadvantaged children, to encourage colleges and universities to broaden their programs of teacher preparation and to improve the training and retraining of educational personnel

Authorizing Legislation: Education Amendments of 1976, Public Law 94-482; Title V of the Higher Education Act, Part B-1 as amended by Public Law 90-35, P.L. 90-575, P.L. 91-230, P.L. 92-318, P.L. 93-380 and P.L. 94-482

Appropriation: FY '78: \$37,500,000

For Whom: College graduates or those with at least two years of college, as well as experienced educational personnel serving in LEAs

Where to Apply: (see above)

Regulations: Published in Federal Register, Vol. 43, No. 37, on February 23, 1978

Local Contact: N/A

Who May Apply: Accredited IHEs with a state-approved degree program, LEAs and, under special arrangements, correctional institutions

WOMEN'S EDUCATIONAL EQUITY

WOMEN'S EDUCATIONAL EQUITY PROGRAM

Information Contact: Joan E. Duval, Director
Women's Equity Program
U.S. Office of Education
400 Maryland Avenue, S.W.
Room 3121
Washington, D.C. 20202
202/245-2181

Federal Agency: Office of Education, DHEW

Type of Assistance: Project Grants and Contracts

Purpose: To support development and implementation of capacity-building programs contributing to women's educational equity and having a possible national impact

Authorizing Legislation: Special Projects Act, the Education Amendments of 1974, Public Law 93-380

Appropriation: FY '78: \$8,085,000

For Whom: Preschool, elementary and secondary education, IHE, and adult education programs

Where to Apply: (see above)

Regulations: 45 CFR 160f, published in Federal Register, Vol. 42, No. 124, on June 28, 1977

Local Contact: N/A

Who May Apply: Public and private nonprofit agencies and organizations

IV. U.S. DEPARTMENT OF THE INTERIOR

U.S. DEPARTMENT OF THE INTERIOR

BUREAU OF INDIAN AFFAIRS

INDIAN EDUCATION - ASSISTANCE TO SCHOOLS

Information Contact: Donald J. Fosdick, Acting Director
Office of Indian Education Programs
Bureau of Indian Affairs
U.S. Department of the Interior
1951 Constitution Avenue, N.W.
Room 3510
Washington, D.C. 20245
202/343-2123

Federal Agency: Bureau of Indian Affairs, DOI

Type of Assistance: Direct payment through contracts

Purpose: To provide for special educational needs of Indian children attending public and previously private tribal operated schools

Authorizing Legislation: Johnson-O'Malley Act of 1934 (48 STAT 596), Public Law 73-167, as amended by the Indian Self-Determination and Education Assistance Act, Public Law 93-638

Appropriation: FY '78: \$34.65 million

For Whom: Indian children of one-fourth or more degree Indian blood whose parents reside on or near Indian reservations under the jurisdiction of the Bureau of Indian Affairs (BIA)

Where to Apply: BIA Area Offices or above address

Regulations: 25 CFR Part 273

Local Contact: BIA Area & Agency Offices

Who May Apply: States, public school districts, and tribal contractors providing educational services to Indian children

INDIAN EDUCATION - CONTRACTS WITH INDIAN ORGANIZATIONS

Information Contact: Donald J. Fosdick, Acting Director
Office of Indian Education Programs
Bureau of Indian Affairs
U.S. Department of the Interior
1951 Constitution Avenue, N.W.
Room 3510
Washington, D.C. 20245
202/343-2123

Federal Agency: Bureau of Indian Affairs, DOI

Type of Assistance: Direct payment for school operations and facilities management

Purpose: To encourage Indian participation in local school affairs and provide for the operation of schools by local Indian people

Authorizing Legislation: Indian Self-Determination and Education Assistance Act, Public Law 93-638

Appropriation: Within BIA budget

For Whom: Indian children of one-fourth or more degree Indian blood who reside on or near reservation areas under the jurisdiction of BIA

Where to Apply: BIA Area Offices

Regulations: 25 CFR Part 271

Local Contact: BIA Agency or Area Offices

Who May Apply: Tribes or tribal organizations which have been formally established within a legal framework of a recognized tribe, band, pueblo or other group

INDIAN EDUCATION.- VOCATIONAL TRAINING AND EMPLOYMENT ASSISTANCE

Information Contact: John Jollies, Chief
Division of Job Placement and Development
Bureau of Indian Affairs
U.S. Department of the Interior
1951 Constitution Avenue, N.W.
Room 4555
Washington, D.C. 20245
202/343-7408

Federal Agency: Bureau of Indian Affairs, DOI

Type of Assistance: Project grants, advisory services and counseling

Purpose: To provide vocational training and employment opportunities for Indians

Authorizing Legislation: The Snyder Act of November 2, 1921, Public Law 67-85;
Indian Adult Vocational Training Act of August 3, 1966, Public Law 84-959, as amended by the Indian Self-Determination and Education Assistance Act, Public Law 93-638

Appropriation: FY 78: \$15,800,000

For Whom: Same as applicant

Where to Apply: (see above)

Regulations: 25 CFR Part 34; published in Federal Register, Vol. 42, No. 199, on October 14, 1977

Local Contact: N/A

Who May Apply: Applicant must be a member of a recognized tribe, band or group of Indians, whose residence is on or near an Indian reservation under the jurisdiction of BIA

V. U.S. DEPARTMENT OF LABOR

U.S. DEPARTMENT OF LABOR
EMPLOYMENT AND TRAINING ADMINISTRATION

MANPOWER BLOCK GRANTS (CETA, TITLE I)

Information Contact: Robert Anderson, Director
Comprehensive Training and Employment Program
Employment and Training Administration
U.S. Department of Labor
Patrick Henry Building
601 "D" Street, N.W.
Room 6000
Washington, D.C. 20213
202/376-6254

Federal Agency: Employment and Training Administration, DOL

Type of Assistance: Formula Grants

Purpose: To provide job training and employment opportunities for economically disadvantaged, unemployed and underemployed persons by the establishment of a flexible decentralized system of federal, state and local programs

Authorizing Legislation: Comprehensive Employment and Training Act of 1973, Title I, Public Law 93-203

Appropriation: FY '78: \$1,880,000

For Whom: Persons in need of manpower services within sponsor's service area

Where to Apply: (see above)

Regulations: 29 CFR Part 95; current regulations published in Federal Register, Vol. 42, No. 201, October 16, 1977

Local Contact: N/A

Who May Apply: State and local governments, or consortia of local units

YOUTH EMPLOYMENT AND TRAINING PROGRAM

Information Contact: Robert Taggart, Administrator
Office of Youth Programs
Employment and Training Administration
U.S. Department of Labor
Patrick Henry Building
601 "D" Street, N.W.
Room 3402
Washington, D.C. 20213
202/376-7449

Federal Agency: Employment and Training Administration, DOL

Type of Assistance: Formula Grants and Discretionary Grants

Purpose: To establish programs which may have a significant long-term impact on youth employment and enhance career opportunities for youth

Authorizing Legislation: Youth Employment and Demonstration Projects Act of 1977, Public Law 95-93, amending the Comprehensive Employment and Training Act of 1973, Title III, Part C, Public Law 93-203

Appropriation: FY '78: \$546,000,000

From Whom: Youth

Where to Apply (see above)

Regulations: 29 CFR Part 97, published in the Federal Register, Vol. 42, No. 180, on September 16, 1977

Local Contact: N/A

Who May Apply: Prime Sponsors of CETA programs

VI. FEDERAL GOVERNMENT PUBLICATIONS

AND

OTHER PUBLICATIONS

FEDERAL GOVERNMENT PUBLICATIONS

American Education

Content: Preschool to adult education, demonstration projects, new research, major education legislation, grants, loans, contacts, fellowships, school and college bond data

Frequency: Monthly except August-September and January-February which are combined issues

Price: \$13.50 a year; \$1.40 single copy

Catalog No: HE 19.15

Congressional Record

Content: Verbatim official reports of debates and proceedings of the open sessions of Congress

Frequency: Daily (when Congress is in session)

Price: \$45.00

Catalog No: X/a: (Cong)

Commerce Business Daily

Content: U.S. Government Proposed Procurement, Sales, and Contract Awards. Lists "requests for proposals" (RFPs) and contract awards for all government agencies

Frequency: Daily, Monday-Friday

Price: \$105 a year; \$80 for third class mailing; no single copies sold

Catalog No: C57.20

Federal Register

Content: All regulations, guidelines, and proposed rule changes issued by all agencies of the government

Frequency: Daily, Monday-Friday

Price: \$50.00 a year

Catalog No: GS 4.108

Congressional Directory

Content: Data on members of Senate and House listed by state and district, committee membership, terms of service, administrative assistant and/or secretary, room, telephone; officials of courts, military establishments, other federal departments, D.C. government, governors of states and territories, foreign diplomats

Frequency: Biannual

Price: Clothbound edition, thumb indexed, \$12.95
Clothbound edition, plain \$ 8.50
Paperback edition \$ 6.50

Resources in Education

Content: Abstract information on education research which is sponsored by the Office of Education and the National Institute of Education; includes latest research findings for teachers, administrators, researchers, and the general educational community

Frequency: Monthly

Price: \$42.70 a year

Catalog No: 19.210

Catalog of Federal Domestic Assistance

Content: Types of federal domestic assistance available, describes eligibility requirements for the type of assistance sought, and provides guidance on how to apply for specific types of assistance

Frequency: Annual

Price: \$18 (without binder)

Catalog No: COFA

Federal government publications may be ordered by writing to:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Payment must accompany each order; check or money order should be made payable to the Superintendent of Documents

OTHER PUBLICATIONS

Washington Information Directory

Content: Sources of information divided into agencies of the executive branch, congress, and private or "non-governmental" organizations; includes name of organization, address, telephone number, name and title of director and a description of the work performed by the agency, committee or organization

Frequency: Annual

Price: \$19.50

Order from: Congressional Quarterly, Inc.
1414 22nd St., N. W.
Washington, D.C. 20037

1978 Federal Funding Guide for Elementary and Secondary Education

Content: Description of various programs administered by the Office of Education and other federal agencies; provides narrative for each type of program, financial information, contracts, regulations, action abstracts, and other pertinent data

Frequency: Annual

Price: \$19.50

Order from: Education Funding Research Council
752 National Press Building, N. W.
Washington, D.C. 20045

VII. GOVERNMENT RELATED ABBREVIATIONS AND ACRONYMS

GOVERNMENT RELATED ABBREVIATIONS AND ACRONYMS

AEA	- Adult Education Act
ACYF	- Administration for Children, Youth, and Families
AFDC	- Aid to Families with Dependent Children
BEH	- Bureau of Education for the Handicapped
BIA	- Bureau of Indian Affairs
BOAE	- Bureau of Occupational and Adult Education
CAL	- Center for Applied Linguistics
CBO	- Congressional Budget Office
CETA	- Comprehensive Employment and Training Act
CFDA	- Catalog of Federal Domestic Assistance
CFR	- Code of Federal Regulations
CRA	- Cooperative Research Act
CSA	- Community Services Administration
DHEW/HEW	- U.S. Department of Health, Education and Welfare
DOI	- U.S. Department of the Interior
DOL	- U.S. Department of Labor
EBCE	- Experience-Based Career Education
EEOC	- Equal Employment Opportunity Commission
EHA	- Education of the Handicapped
EOA	- Economic Opportunity Act
EPA	- Environmental Protection Agency
EPDA	- Education Professions Development Act
ESAA	- Emergency School Aid Act
ESEA	- Elementary and Secondary Education Act
ETA	- Employment and Training Administration
FNS	- Food and Nutrition Service
FOB 6	- Office of Education location at 400 Maryland Ave., S.W. Washington, D.C., called Federal Office Building #6
FR	- <u>Federal Register</u>
FY	- Fiscal Year
GAO	- General Accounting Office
GPO	- Government Printing Office
GSA	- General Services Administration
HEA	- Higher Education Act
HEW/DHEW	- U.S. Department of Health, Education and Welfare
H.R.	- House of Representatives Bill
HUD	- U.S. Department of Housing and Urban Development
THE	- Institution of Higher Education
LEA	- Local Educational Agency
LESA	- Limited English Speaking Ability

NCES	-	National Center for Educational Statistics
NDEA	-	National Defense Education Act
NEA	-	National Endowment for the Arts
NEH	-	National Endowment for the Humanities
NIE	-	National Institute of Education
NSF	-	National Science Foundation
NSVP	-	National Student Volunteer Program
OBE	-	Office of Bilingual Education
OCD	-	Office of Child Development
OCR	-	Office for Civil Rights
OE or USOE	-	U.S. Office of Education
OHD	-	Office of Human Development
OMB	-	Office of Management and Budget
OPBE	-	Office of Planning, Budgeting, and Evaluation
PIP	-	Program Information Package
P.L.	-	Public Law
R & D	-	Research and Development
RCU	-	Research Coordination Unit
RFP	-	Request for Proposal
RFQ	-	Request for Qualifications
RIF	-	Reading is Fundamental
ROB 3	-	U.S. Office of Education location at 7th & "D" Streets, S.W., Washington, D.C., called Regional Office Building Three
S.	-	Senate Bill
SEA	-	State Educational Agency
U.S.C.	-	United States Code
USOE or OE	-	U.S. Office of Education
VEA	-	Vocational Education Act
VRA	-	Vocational Rehabilitation Act

VII. CONGRESSIONAL COMMITTEES AND SUBCOMMITTEES

CONGRESSIONAL COMMITTEES AND SUBCOMMITTEES

SENATE

APPROPRIATIONS

1235 DSQB

224-3471

John C. Stennis, MS
Robert C. Byrd, WV
William Proxmire, WI
Daniel K. Inouye, HI
Ernest F. Hollings, SC
Birch Bayh, IN
Thomas F. Eagleton, MO
Lowell P. Weicker, Jr., CT
Lawton Chiles, FL
J. Bennett Johnston, LA
Walter D. Huddleston, KY
Quentin N. Burdick, ND

Patrick J. Leahy, VT
James R. Sasser, TN
Dennis DeConcini, AZ
Dale Bumpers, OK
Milton R. Young, ND, Ranking
Clifford P. Case, NJ
Edward W. Brooke, MA
Mark O. Hatfield, OR
Ted Stevens, AK
Charles McC. Mathias, Jr., MD
Richard S. Schweiker, PA
Henry Bellmon, OK

Subcommittee on Labor, Health, Education and Welfare

1108 DSOB

224-7283

Warren G. Magnuson, WA, Chairman
Robert C. Byrd, WV
William Proxmire, WI
Ernest F. Hollings, SC
Thomas F. Eagleton, MO
Birch Bayh, IN

Lawton Chiles, FL
Quentin N. Burdick, ND
Edward W. Brooke, MA
Clifford P. Case, NJ
Richard S. Schweiker, PA
Charles McC. Mathias, Jr., MD

BUDGET

208 Capitol Hill Annex

224-0642

Edmund S. Muskie, ME, Chairman
Ernest F. Hollings, SC
Alan Cranston, CA
Lawton Chiles, FL
James Abourezk, SD
Joseph R. Biden, Jr., DE
J. Bennett Johnston, LA

Wendell R. Anderson, MN
James R. Sasser, TN
Henry Bellmon, OK, Ranking
Robert Dole, KS
James A. McClure, ID
S. I. Hayakawa, CA
H. John Heinz, III, Pa
Pete V. Domenici, NM

The Senate Budget Committee has no subcommittees.

HUMAN RESOURCES

4230 DSOB

224-5375

Harrison A. Williams, Jr., NJ, Chairman

Jennings Randolph, WV

Claiborne Pell, RI

Edward M. Kennedy, MA

Gaylord Nelson, WI

Thomas F. Eagleton, MO

Alan Cranston, CA

John H. Chafee, RI

William D. Hathaway, ME

Donald W. Riegle, Jr., MI

Jacob K. Javits, NY, Ranking

Richard S. Schweiker, PA

Robert T. Stafford, VT

Orrin G. Hatch, VT

S. I. Hayakawa, CA

Subcommittee on Education, the Arts and Humanities

4228 DSOB

224-7666

Claiborne Pell, RI, Chairman

Jennings Randolph, WV

Edward M. Kennedy, MA

Thomas F. Eagleton, MO

Richard S. Schweiker, PA

Robert T. Stafford, VT

S. I. Hayakawa, CA

Subcommittee on Child and Human Development

A-424, 426 Annex III

224-9181

Alan Cranston, CA, Chairman

Donald W. Riegle, Jr., MI

S. I. Hayakawa, CA

HOUSE

APPROPRIATIONS

H-218 (Capitol)

225-2771

George H. Mahon, TX, Chairman
Jamie L. Whitten, MS
Robert L. F. Sikes, FL
Edward P. Boland, MA
William H. Natcher, KY
Daniel J. Flood, PA
Tom Steed, OK
George E. Shipley, IL
John M. Slack, WV
John J. Flynt, Jr., GA
Neal Smith, IA
Robert N. Giaimo, CT
Joseph P. Addabbo, NY
John J. McFall, CA
Edward J. Patten, NJ
Clarence D. Long, MD
Sidney R. Yates, IL
Frank E. Evans, CO
David R. Obey, WI
Edward R. Roybal, CA
Louis Stokes, OH
Gunn McKay, UT
Tom Bevill, AL
Bill Chappell, FL
Bill D. Burlison, MO
Bill Alexander, AR
Yvonne Brathwaite Burke, CA
John P. Murtha, PA
Bob Traxler, MI

Robert Duncan, OR
Joseph D. Early, MA
Max Baucus, MT
Charles Wilson, TX
Lindy (Mrs. Hale) Boggs, LA
Adam Benjamin, Jr., LN
Norman D. Dicks, WA
Matthew McHugh, NY
Elford A. Cederberg, MI, Ranking
Robert H. Michel, IL
Silvio O. Conte, MA
Joseph M. McDade, PA
Mark Andrews, ND
Jack Edwards, AL
Robert C. McEwen, NY
John T. Myers, IN
J. Kenneth Robinson, VA
Clarence E. Miller, OH
Lawrence Coughlin, PA
C. W. Bill Young, FL
Jack F. Kemp, NY
William L. Armstrong, CO
Ralph S. Regula, OH
Clair W. Burgener, CA
George M. O'Brien, IL
Virginia Smith, ME

Subcommittee on Labor-Health, Education and Welfare

2358 RHOB

225-3508

Daniel J. Flood, Chairman
William H. Natcher
Neal Smith
Edward J. Patten
David R. Obey

Edward R. Roybal
Joseph D. Early
Robert H. Michel
Silvio O. Conte
George M. O'Brien

BUDGET

214 HOB Annex

225-7200

Robert M. Glaimo, CT, Chairman
 Jim Wright, TX
 Thomas L. Ashley, OH
 Robert L. Leggett, CA
 Parren Mitchell, MD
 Omar Burleson, TX
 Louis Stokes, OH
 Elizabeth Holtzman, NY
 Butler, Derrick, SC
 Otis Pike, NY
 Donald Fraser, MN
 David R. Obey, WI
 William Lehman, FL

Paul M. Simon, IL
 Joseph L. Fisher, VA
 Norman Mineta, CA
 Jim Mattox, TX
 Delbert L. Latta, OH, Ranking
 James T. Broyhill, NC
 Barber B. Conable, Jr., NY
 Marjorie S. Holt, MD
 John H. Rousselot, CA
 John J. Duncan, TN
 Clair W. Burgener, CA
 Ralph S. Regula, OH

The House Budget Committee has no subcommittees.

EDUCATION AND LABOR

2181 RHOB

225-4527

Carl D. Perkins, KY, Chairman
 Frank Thompson, Jr., NY
 John H. Dent, PA
 John Brademas, IN
 Augustus F. Hawkins, CA
 William D. Ford, MI
 Phillip Burton, CA
 Joseph M. Gaydos, PA
 William "Bill" Clay, MD
 Berio Biaggi, NY
 Ike Andrews, NC
 Michael T. Blouin, IA
 Robert J. Cornell, WI
 Paul Simon, IL
 Edward P. Beard, RI
 Leo C. Zeferetti, NY
 George Miller, CA
 Ronald M. Mottl, OH
 Michael O. Myers, PA

Austin J. Murphy, PA
 Joseph A. LeFante, NY
 Ted Weiss, NY
 Cecil Heftel, HI
 Baltasar Corrada, PR
 Dale E. Kildee, MI
 Albert H. Quie, MN, Ranking
 John M. Ashbrook, OH
 John N. Erlenborn, IL
 Ronald A. Sarasin, CT
 John Buchanan, AL
 James M. Jeffords, VT
 Larry Pressler, SD
 William F. Goodling, PA
 Bud Shuster, PA
 Shirley N. Pettis, CA
 Carl D. Pursell, MI
 Mickey Edwards, OK

Subcommittee on Elementary, Secondary and Vocational Education

B-346C-RHOB

225-4368

Carl J. Perkins, Chairman
William D. Ford
Ike Andrews
Michael T. Blouin
Paul Simon
Leo C. Zeferetti
Ronald M. Mottl
Austin J. Murphy
Joseph A. LeFante
Ted Weiss

Cecil Heftel
Baltasar Corrada
Dale E. Kildee
George Miller
Albert H. Quie
John Buchanan
Larry Pressler
William F. Goodling
Shirley N. Pettis
Carl D. Pursell

Subcommittee on Select Education

2178 RHOB

225-5954

John Brademas, Chairman
Edward P. Beard
George Miller
Dale Kildee
Cecil Heftel

Augustus F. Hawkins
Mario Biaggi
James M. Jeffords
Larry Pressler

Subcommittee on Postsecondary Education

619 HOB Annex No. 1

225-8881

William D. Ford, Chairman
Frank Thompson, Jr.
John Brademas
Mario Biaggi
Paul Simon
Ronald M. Mottl

Robert J. Cornell
Cecil Heftel
John Buchanan
John N. Erlenborn
Bud Shuster

Subcommittee on Economic Opportunity

130 RHOB

225-1850

Ike Andrews, Chairman
Augustus F. Hawkins
William D. Ford

Baltasar Corrada
William F. Goodling